

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal information:</b>	<b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	Place date stamp here <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div>2016 SEP 27 PM 1:12</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Atlanta ISD	034901	Atlanta High School	
Vendor ID #	ESC Region #	DUNS #	
1-756000131	8	055570733	
Mailing address	City	State	ZIP Code
106 West Main St.	Atlanta	TX	75551

**Primary Contact**

First name	M.I.	Last name	Title
Joey		Geletka	Deputy Superintendent
Telephone #	Email address		FAX #
903-796-4194	jgeletka@atlisd.net		903-799-1004

**Secondary Contact**

First name	M.I.	Last name	Title
Marilyn		Cobb	Assistant Superintendent
Telephone #	Email address		FAX #
903-796-4194	mcobb@atlisd.net		903-799-1004

**Part 2: Certification and Incorporation**

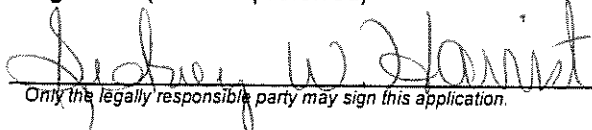
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Sidney	W.	Harrist	Superintendent
Telephone #	Email address		FAX #
903-796-4194	sharrist@atlisd.net		903-799-1004

Signature (blue ink preferred)

Date signed



9-23-16

Only the legally responsible party may sign this application.

701-16-105-008

**Schedule #1—General Information**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>1. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>2. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>.</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>• Improves student academic achievement or attainment</li> <li>• Is implemented for all students in the school</li> <li>• Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>○ improvement in school leadership</li> <li>○ improvement in teaching and learning in academic content areas</li> <li>○ professional learning for educators</li> <li>○ student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <p>1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</p> <p>2. Provide a rigorous course of study that enables students to receive a high school diploma and complete</p>

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the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
  - (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  2. Offer full-day kindergarten.
  3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
    - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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- (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
  5. Replace the principal who led the school prior to the commencement of the early learning model.
  6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - (B) Are designed and developed with teacher and principal involvement;
  7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
  8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
  9. Use data to identify and implement an instructional program that is:
    - (A) Research-based;
    - (B) Developmentally appropriate;
    - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
  10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) Aligned with the school's comprehensive instructional program
    - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:
  1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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By TEA staff person:



	<ol style="list-style-type: none"> <li>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ol style="list-style-type: none"> <li>(A) Screen all existing staff and rehire no more than 50 percent; and</li> <li>(B) Select new staff</li> </ol> </li> <li>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ol style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a> These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>4. The whole-school model must implement the model for all students in the school.</li> <li>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:             <ol style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> </ol> </li> </ol>

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	(C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>
18.	<p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p>

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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## Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

## Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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## Schedule #5—Program Executive Summary

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Today, Americans demand more from schools and expect more from students than ever before. At the turn of this century, our nation pledged to increase access to education for all children. Public education is still rising to meet this challenge - helping all children in every school reach high standards of learning. States and school districts across the nation are attempting to carry out reforms to realize this commitment to a high-quality education. Many are setting challenging content and student performance standards, aligning teacher development, curriculum, instruction, and assessments with these standards and holding schools accountable for performance. Like those schools, we have followed these practices and yet Atlanta High School (AHS) is still failing on many of the standards that define the high quality education we hope to provide for our all of children. In our community, we identify with a recent report on the nation's school systems that reveals that low-performing schools like ours face a number of common challenges:

1. *Many low-performing schools are located in impoverished communities where family distress, crime, and violence are prevalent.* These circumstances make it hard for children to come to school prepared to learn. Data from the National Assessment of Educational Progress show large gaps in student performance between high- and low-poverty schools, in fact, the average reading score in high-poverty schools lagged 37 points behind that of students in more affluent schools, and the average score in math showed a 21-point difference. (<http://www2.ed.gov/pubs/turning/part4.html>) Because each 10-point difference is equivalent to one grade level, these results mean that students in high-poverty schools may be performing at levels up to four years behind their peers in more affluent schools.
2. *State and district policies often provide limited financial, human, and programmatic resources to schools that limit the capacity to support high-quality teaching and learning.* Many low-performing schools like ours have thinly stretched resources. Teachers in high-poverty schools are more likely than their counterparts in other schools to be teaching outside their field of training or teaching without a license. Operating procedures often cause delays in making changes and creating a culture of high performance.
3. *Over time, these factors in combination with chronic low achievement can cause stress and disorganization in schools.* Teachers reduce their expectations of students and eventually burn out; many are frequently absent and seek transfers to other schools, so the faculty lacks the stability needed for long-term improvement. The task of changing seems overwhelming, and motivation for reform can evaporate. In these schools, connections with parents and the community are often weak or hostile. Parents and teachers often blame each other for the failures, instead of working together to raise expectations of students and improve student performance.

These conditions pose major challenges to schools and districts, including Atlanta ISD (AISD), who face the need to accelerate achievement of our low-performing students. We can and will overcome these challenges, with the vision and focus of the AHS community of committed stakeholders, through a systemic transformation of our school. For children from low-income families and poor communities like Atlanta, in particular, education has always been the route to broader opportunity. Here in Atlanta, Texas, an isolated small town in the rural northeast corner of the state, we have the vision and focus that will allow us to implement a proven, effective model for evidence-based, whole school reform that consistently produces significantly improved results, especially for traditionally underperforming students, with lasting and sustained reform.

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## Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The AHS Campus Needs Assessment team, along with the support of the campus and district administration, have adopted a mission, vision, and goals that align with the **Evidence-Based Whole School Reform Model** designed by The Institute for Student Achievement (ISA) that is grounded in seven research-based principles. These principles are designed to work synergistically to help schools graduate all students ready for college and careers, and will serve as a framework to reform our schools' organizational and educational practices into a personalized and rigorous program that embodies the values and goals of our school community, builds on its strengths, and produces a culture of success. These seven principles are:

1. A **college-preparatory instructional program** to provide all students with rigorous inquiry-based curriculum and instruction aligned with state standards
2. An **extended school day and year** to provide additional opportunities for student enrichment and remediation
3. A **dedicated team of teachers and counselors** to provide a consistent support network and safety net throughout all four years of high school for every student
4. **Distributed counseling**, in which all faculty take responsibility for students' academic, social, and emotional support and leverage these trusting relationships to increase achievement
5. **Continuous professional development** to establish a collaborative professional learning community
6. **Family and community involvement** to positively influence student achievement
7. **Continuous organizational improvement** through the use of multiple forms of data to monitor program implementation and student progress

The AHS community proposes to partner with ISA to implement a **comprehensive, customized** high school renewal process that will result in the graduation of all students ready for college and careers. ISA's renewal process is evidence-based, validated by research, and rooted in twenty-plus years of experience in facilitating successful high school renewals. Two independent, rigorous evaluations have validated the ISA approach as producing significant impacts on high-need student outcomes including academic achievement, higher attendance, credit accumulation, four-year graduation rates, lower dropout rates, and increased college admission and persistence rates. The USDE has identified ISA as one of three organizations nationwide with a demonstrated record of success in whole-school transformation. A *What Works Clearinghouse* review of ISA's evidence showed that this model met requirements for evidence-based, whole-school reform. The ISA model was selected because of similarities between the AHS population and the samples in more than one of the studies supporting the efficacy of this model. The low income and minority subpopulations at AHS closely resemble those of inner city schools, with economic and social barriers that make learning more difficult.

**Expectations** for students at AHS will be set high – with a rigorous approach to curriculum and instruction that is grounded in inquiry-based learning, accompanied by the development of higher order thinking skills, organizational skills, habits of work, and mastery of basic skills in reading, writing and mathematics. In developing a comprehensive instructional reform model that places an unrelenting focus on evidence of student learning and support for teacher effectiveness, AHS will be afforded maximum **operational flexibilities**. AISD district leaders and AHS staff exhibit the capacity and the willingness to implement lasting reform, as evidenced by recent surveys and interviews. A strong partnership with ISA will assist our school leaders to create and implement plans for recruitment, placement and development of staff to ensure they have the professional skills and personal attributes to meet the needs of all students, supporting the design and implementation of innovative scheduling and collaborative structures that increase time for both students and staff, providing high quality leadership support and training for school leaders, and providing high quality, job-embedded professional development and coaching for teachers and support staff. **Structures for communicating** include establishing stakeholder investment, collaboration, and support through student and staff surveys, parent and community focus groups, and the establishment and regular meetings of a stakeholder School Reform Advisory Committee to advise AHS and the district on each phase of the renewal process. We are charged with teaching students the basics of reading, writing, and math, as well as skills in technology, citizenship, and critical thinking that will prepare them to excel in a fast-changing, global economy. The district and school are energized and committed to accelerating student achievement, transforming our system, and sustaining this reform effort. With our committed team of stakeholders and our partnership with ISA, we will achieve the goal of a high-quality education for all students.

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<b>Schedule #6—Program Budget Summary</b>									
County-district number or vendor ID: 034901					Amendment # (for amendments only):				
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)									
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations					Fund code: 276				

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$151,293	\$	\$555,520	\$	\$556,640	\$	\$557,760	\$	\$1,821,213
Schedule #8	Professional and Contracted Services (6200)	6200	\$221,740	\$	\$280,568	\$	\$280,568	\$	\$280,568	\$	\$1,063,444
Schedule #9	Supplies and Materials (6300)	6300	\$165,020	\$	\$19,000	\$	\$18,000	\$	\$17,000	\$	\$219,020
Schedule #10	Other Operating Costs (6400)	6400	\$20,200	\$	\$55,000	\$	\$47,000	\$	\$47,000	\$	\$169,200
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$	\$	\$	\$
Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No								
Total direct costs:			\$558,253	\$	\$910,088	\$	\$902,208	\$	\$902,328	\$	\$3,272,877
7.301% limited to 5% indirect costs (see note):			N/A	\$16,826	N/A	\$31,476	N/A	\$31,082	N/A	\$31,088	\$110,472
Grand total of budgeted costs (add all entries in each column):			\$558,253	\$16,826	\$910,088	\$31,476	\$902,208	\$31,082	\$902,328	\$31,088	\$3,383,349

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$3,383,349
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	<b>\$169,168</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)								
County-district number or vendor ID: 034901				Amendment # (for amendments only):				
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher	3		\$52,500	\$150,000	\$150,000	\$150,000	\$502,500
2	Educational aide			\$	\$	\$	\$	\$
3	Tutor			\$	\$	\$	\$	\$
Program Management and Administration								
4	Title			\$	\$	\$	\$	\$
5	Title			\$	\$	\$	\$	\$
6	Title			\$	\$	\$	\$	\$
Auxiliary								
7	Title			\$	\$	\$	\$	\$
8	Title			\$	\$	\$	\$	\$
9	Title			\$	\$	\$	\$	\$
Other Employee Positions								
10	School Counselor	1		\$16,333	\$57,000	\$58,000	\$59,000	\$190,333
11	Extended Learning Time Coordinator		1	\$4,000	\$10,000	\$10,000	\$10,000	\$34,000
12	Grant Accountant/EDGAR Compliance Officer		1	\$4,500	\$9,000	\$9,000	\$9,000	\$31,500
13	Subtotal employee costs:			\$77,333	\$226,000	\$227,000	\$228,000	\$758,333
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112 Substitute pay			\$	\$	\$	\$	\$
15	6119 Professional staff extra-duty pay			\$33,000	\$65,000	\$65,000	\$65,000	\$228,000
16	6121 Support staff extra-duty pay			\$24,750	\$55,000	\$55,000	\$55,000	\$189,750
17	6140 Employee benefits			\$16,210	\$59,520	\$59,640	\$59,760	\$195,130
18	61XX	Employee stipends						
		Specify amounts and criteria to earn stipend: \$3,000 per staff member for statewide testing		\$0	\$150,000	\$150,000	\$150,000	\$450,000
19	Subtotal substitute, extra-duty, benefits costs			\$73,960	\$329,520	\$329,640	\$329,760	\$1,062,880
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$151,293	\$555,520	\$556,640	\$557,760	\$1,821,213

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 034901		Amendment # (for amendments only):				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years	
6269 Rental or lease of buildings, space in buildings, or land						
Specify purpose:	\$	\$	\$	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$	\$	\$	\$	
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	External Service Provider – Whole School Reform (ISA)	\$181,740	\$240,568	\$240,568	\$240,568	\$903,444
2	Technical Assistance or PSP (TCDSS)	\$40,000	\$40,000	\$40,000	\$40,000	\$160,000
3		\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:	\$221,740	\$280,568	\$280,568	\$280,568	\$280,568	\$1,063,444
c. Remaining 6200—Professional and contracted services that do not require specific approval:	\$	\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total	\$221,740	\$280,568	\$280,568	\$280,568	\$280,568	\$1,063,444

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: 034901					Amendment number (for amendments only):				
Supplies and Materials Requiring Specific Approval									
Expense Item Description									
Technology Hardware- not capitalized		Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
#	Type								
63XX	1	Interactive Touch Display 70"	40	\$3,825.50	\$153,020	\$	\$	\$	\$153,020
	2				\$	\$	\$	\$	\$
	3				\$	\$	\$	\$	\$
	4				\$	\$	\$	\$	\$
	5				\$	\$	\$	\$	\$
63XX	Technology Software- not capitalized								
	Specify type/purpose:								
63XX	Textbooks/Curricular Materials								
	Specify type/ purpose:								
63XX	Supplies and materials to be used as student incentives								
	Specify type/ purpose:								
Supplies and Materials that do not Require Specific Approval									
6300	Supplies and materials that do not require specific approval:				\$12,000	\$19,000	\$18,000	\$17,000	\$66,000
	Grand total:				\$165,020	\$19,000	\$18,000	\$17,000	\$219,020

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 034901		Amendment number (for amendments only):				
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$5,070	\$	\$	\$	\$5,070
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$	\$	\$
	Specify purpose:					
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$5,070	\$	\$	\$	\$5,070
Remaining 6400—Other operating costs that do not require specific approval:		\$15,130	\$55,000	\$47,000	\$47,000	\$164,130
Grand total:		\$20,200	\$55,000	\$47,000	\$47,000	\$169,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17

2016-2020 Texas Title I District Schools (TTIDS) Cycle 5

Schedule #11—Capital Outlay (6600)									
County-District Number or Vendor ID:		Amendment number (for amendments only):							
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
<b>6669—Library Books and Media (capitalized and controlled by library)</b>									
1		N/A	N/A	\$	\$	\$	\$	\$	
<b>66XX—Computing Devices, capitalized</b>									
2			\$	\$	\$	\$	\$	\$	
3			\$	\$	\$	\$	\$	\$	
4			\$	\$	\$	\$	\$	\$	
5			\$	\$	\$	\$	\$	\$	
6			\$	\$	\$	\$	\$	\$	
7			\$	\$	\$	\$	\$	\$	
8			\$	\$	\$	\$	\$	\$	
<b>66XX—Software, capitalized</b>									
9			\$	\$	\$	\$	\$	\$	
10			\$	\$	\$	\$	\$	\$	
11			\$	\$	\$	\$	\$	\$	
12			\$	\$	\$	\$	\$	\$	
13			\$	\$	\$	\$	\$	\$	
<b>66XX—Equipment, furniture, or vehicles</b>									
14			\$	\$	\$	\$	\$	\$	
15			\$	\$	\$	\$	\$	\$	
16			\$	\$	\$	\$	\$	\$	
17			\$	\$	\$	\$	\$	\$	
18			\$	\$	\$	\$	\$	\$	
19			\$	\$	\$	\$	\$	\$	
20			\$	\$	\$	\$	\$	\$	
<b>6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>									
21				\$	\$	\$	\$	\$	
<b>Grand total:</b>				\$	\$	\$	\$	\$	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17

2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	555		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	177	31.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	36	6.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	325	58.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	2	.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	314	56.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	8	1.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	61	11%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	229		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	185		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	19		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	26		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		94.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator) (See Note 2)	87	70%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator) (See Note 2)	326	73%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		68% See Note 3 next pg	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		16%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	20.1		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	See Note 1 next pg		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		45.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposal for whole school reform is designed to benefit all students, but a much-needed focus of the reform effort will be directed toward the accelerated achievement of our minority and low-income students. Although the settings for the ISA studies were performed in two urban areas, our rural school population has **significant similarities to the student population studied in the ISA reports**. Most obviously, the ISA model is strictly for high school students in grades 9-12. In addition, our minority and economically disadvantaged subpopulations are strikingly similar to the ISA schools. Our largest at-risk population is our increasing body of minority students. At AHS, 55% of all students are economically disadvantaged, and 80% of those are minority. The ISA research is based on schools with 55-78% disadvantaged students, many of whom come to high school two or more years behind in academic proficiency. Disaggregated performance data at AHS show that our minority (especially African American) and economically disadvantaged students, in particular, need the types of structures and special attention that the ISA model implements with schools. (Performance gaps are shown in Schedule 13, Part 4.) ISA's success with minority and economically disadvantaged students is particularly impressive and supports the achievement of all students regardless of race or economic status.

One of the most enduring myths in the debate over the reform of American public education is the idea that urban school districts and the kids who attend them are somehow different than those in suburban and rural communities. Because of these mythical differences, some maintain that the systemic reforms needed for one aren't required for the other. But as Dropout Nation made clear in its recent report, the idea that the nation's education crisis is only limited to big cities is false, as are arguments that schools serving rural students are somehow immune from the same problems of abysmal curricula, laggard instruction and cultures of mediocrity in which only a few kids are capable of learning. The fact that one out of every four fourth graders in rural schools are performing at levels of functional illiteracy proves that assumption to be false. So is the fact that a fifth of all persistently failing high schools are located in suburbia. This reality is also true for rural school districts, especially in discussions about accountability and improving teacher quality. From where superintendents, principals and teachers in those areas sit, federal and state emphasis on subgroup accountability can be consequential because many rural schools have small enrollment and, in theory, don't serve enough of the minority student to meet state requirements; one Latino student performing poorly, in theory, can make the difference between a school passing the bar and ending up on the academic watch list. The fact that many rural districts are located far from urban locales – and cannot afford to pay the higher salaries for teachers – also makes it difficult for those districts to attract and retain high quality teachers. (<http://dropoutnation.net/2010/09/05/dropout-nation-podcast-crisis-cities-2/>) Rural districts like AISD certainly face different challenges than urban districts. We have even higher concentrations of economic poverty than urban communities, receive lower levels of Title I funding, and must deal with the high costs of transporting small numbers of students across longer distances to smaller schools. But the ultimate issues – including providing children, especially those from poor and minority households, with high-quality teachers and rigorous, college-preparatory curricula – are the same as those faced by big city districts. And the results end up being quite the same. What is essentially clear is this: The systemic reforms needed to improve education for children attending urban schools are also needed by and can benefit rural schools.

Notes for Schedule 12, Part 1, Student Demographics:

Note 1 – A very small number of students at AHS took the SAT in 2014 and 2013. The 2014-15 TAPR campus performance report indicates (\*) in this field to indicate that results are masked due to small numbers in order to protect student confidentiality, so data is not available.

Note 2 – Final TEA 2016 Accountability Summary Reports are not expected until October 2016. Therefore, the 2015 reports were used for STAAR/EOC met standard, mathematics and reading/ELA.

Note 3 – Only 19% of AHS students taking the ACT in 2015 were considered "College Ready" by ACT standards.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	58.1		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	41.3	71.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.1	10.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.8	6.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	7.0	12.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4.0	9.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	36.3	87.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	16.5	39.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	9.3	22.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	8.0	19.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	7.5	18.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	0 (Note 1)		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$38,397		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$38,836		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$46,831		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	\$47,244		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	1.0	2.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	32.2	77.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	8.1	19.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At AHS, school climate is affected negatively by teacher turnover and inexperience. We have a five-year average turnover rate for teachers of 20% and just over 1/3 of our teachers have less than 6 years' experience in the teaching field. Research on the effects of teacher quality frequently focuses on student and class outcomes, generally as measured by standardized test scores. Through his work on the Tennessee Value-Added Assessment System, William Sanders found that teacher effectiveness is "the single biggest factor influencing gains in achievement." (*Teacher Magazine*, 2000.) Teacher quality-focused research by Kati Haycock and the Education Trust has found that "poor students, low-performing students, and students of color are far more likely than other students to have teachers who are inexperienced, uncertified, poorly educated, and under-performing." A high rate of turnover may be one of the reasons that teacher quality is lower for poor, low-performing, and minority students.

Although the effects teachers have on students are well documented, the systemwide impact of high rates of teacher turnover—such as on the health of the school (including faculty, staff, students, and the larger community)—is often overlooked. Chronic teacher and staff turnover can negatively affect professional development, class size, scheduling, curriculum planning, collegiality, and a variety of other factors, adding a significant degree of chaos and complexity to schoolwide operations and potentially harming student learning across classrooms and teachers. Researcher Kacey Guin focused on a large, urban school districts serving 47,000 students across 97 schools. High rates of teacher turnover have a significant negative effect on school health and climate, complicating the ability of schools to plan and implement new programs, conduct professional development, and provide support systems for school faculty. In contrast, Guin reported that low rates of staff turnover may increase the capacity of schools to plan over time, implement new programs, and strengthen collaboration and teamwork among staff members. (Guin, K. (2004, August 16). *Chronic teacher turnover in urban elementary schools*. Education Policy Analysis Archives.)

The implementation of the ISA model will allow us to impact teacher turnover by providing high-quality job embedded supports that will help teachers feel productive and successful. In addition, school leadership and development coaches will establish structures for teacher collaboration and peer support. ISA structures such as grade level teams, content teams, and other co-planning, co-learning, and continuous improvement systems will also increase teacher retention. In addition, providing monetary incentives for student achievement will improve our pay scale and attract and retain high quality staff.

Note 1 – Average salary for beginning teachers is listed as "0" because no beginning teachers were reported on the 2014-15 TAPR.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										127	153	139	136	555

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										26	30	34	35	125

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision-making.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta High School annually performs a comprehensive needs assessment that involves the participation of the campus Site-Based Decision Making Committee (SBDM). This committee, which normally meets two times each year, in the fall and spring, had additional two meetings in summer 2016 to analyze the root causes that AHS is still on the Priority schools list and to plan for selection of the model, goals, and interventions to be implemented under this grant. The SBDM developed its own unique mission statement for the campus that focuses on the shared beliefs of the administrators, teachers, parents, and community members that serve on the committee. Prior to setting goals or measurable performance objectives, the SBDM reviewed the most current, accurate needs assessment information available. This review determined the effectiveness of educational programs for each student population served. Student performance on academic excellence indicators and other appropriate measures of performance were disaggregated with respect to the performance of all student groups served, including categories of ethnicity, socioeconomic status, gender, and populations served by special programs. Other current, quantitative measures of program outcomes were studied, such as results of norm- or criterion-referenced tests and other locally developed measures of student performance (benchmark tests); surveys and group evaluations indicating perceptions of staff, parents, community members, and students regarding school climate and culture; effectiveness of school programs and services; and a description of organizational, physical, equipment, staff, materials and other resources available to support improvement initiatives. Included in the information presented were predicted needs based on projected enrollment, demographic trends, legislative impacts, and state and community political and social events. The SBDM used two years of the most recent state assessment scores along with a disaggregation of those scores to identify student groups and subject-specific objectives that indicated a strong need for improvement, especially among African-American and economically disadvantaged students. Along with state assessment disaggregation, attendance rates and disciplinary referrals were examined to determine whether non-academic factors have a bearing on critical need areas. Current class schedules were studied to determine the number of minutes a student spends in each subject area and to determine the time of day that critical courses such as English and math are offered. Consideration is given to teacher quality and to curriculum offerings as well as to the alignment of curriculum resources and instruction with 21<sup>st</sup> century learning skills. Further examination included the current intervention strategies such as tutorials before and after school, small group instruction, STAAR intervention classes and STAAR test preparation units. Also discussed at the meeting are the means of formative assessment opportunities that would enable students to receive more intense remediation if the formative assessment indicated a need. Strategies of the SBDM include setting long-range goals, which are broad statements of expected outcomes that are consistent with the mission, vision and philosophy. Measurable, annual targets for each long-range goal were also set by the SBDM. Strategies and activities to implement the campus improvement plan indicate how available resources will be used to accomplish identified long-range goals and annual performance objectives. Instructional methods for student groups not meeting annual goals, methods for addressing the needs of students in special programs, integration of technology into instructional and administrative programs, career education, accelerated education, staff development, parental involvement, language services, homeless students, and Title I components, among others, were addressed. Evaluation measures were set in order to determine the extent to which the goals and objectives are being achieved. These include time-constrained, formative, and summative measures of success during the implementation phases and at the completion of the strategies. The most urgent needs at AHS, as determined by the SBDM, are:

- Improve overall academic achievement to better prepare students for college and careers
- Reduce achievement gaps between minority and non-minority students and economically disadvantaged/non-economically disadvantaged students
- Improve the social and emotional well-being of all students, with a focus on low-performing students
- Increase family and community involvement
- Decrease teacher turnover
- Increase learning time

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Whole-School Reform model was selected for a variety of reasons. ISA's work has been the subject of three independent evaluation studies and one special sub-population analysis. Having met the *What Works Clearinghouse* standards, it has been approved nationally for use in School Improvement Grants (SIG) as an evidence-based whole school reform model. AISD believes there is a **significant match in populations served, and we believe the ISA model can make a significant impact on AISD's lowest performing students.** The two rigorous evaluation studies were done by IMPAQ International and by the Academy of Educational Development (AED). Our analyses indicate that the implementation of ISA had a large and positive effect on student achievement outcomes. In sum, these studies indicate that the ISA model has improved students' performance in high school and persistence in college. AED's findings suggest that small learning communities that emphasize individual attention, provide a college preparation curriculum, and foster a college-going culture can give students from low-income communities the support they need to achieve academic—and later economic—success. Additionally, in 2014 ISA commissioned IMPAQ to conduct an evaluation of the impact of the ISA school model on African American male students' high school outcomes. The evaluation compared several measures – high school attendance, credit accumulation/grade promotion, dropout rate, and four-year graduation rates – across four cohorts of African American male students enrolled in ISA and comparison schools. The results showed that African American male students in ISA schools consistently outperformed their non-ISA school peers on several outcome measures examined in the study. African American male students in ISA schools had higher average daily attendance rates in grades 9-11, were promoted to the next grade at significantly higher rates, had lower dropout rates, and graduated at a higher rate than students at the comparison schools. Although the setting for the ISA studies were on two urban areas, the AHS student population has significant similarities to the population studied. Most obviously, the ISA model is strictly for high school students in grades 9-12. ISA's model is the only evidence-based whole-school reform model approved for high schools by the USDE. Second, our largest at-risk population is our increasing body of African American students. Disaggregated performance data show that our African American and economically disadvantaged students, in particular, need the types of structures and special attention that the ISA model implements with schools. The customized reform effort designed by ISA for the unique needs of AHS has a proven record of success with minority and economically disadvantaged students and supports the achievement of all students regardless of race or economic status.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Engagement of families and community members in these processes involved a multi-faceted approach. During the past year, family and community members participated in all SBDM meetings at AHS. In addition, AISD held a community meeting in September 2016 to discuss the ISA school intervention model under consideration and the reasons we believe that the model is appropriate. AISD leaders will continue to provide updates to families and the community about the application process and status of our application. The main concerns of these partners are the **significant achievement gaps** at AHS between African-American and White students, and between Economically and Non-Economically Disadvantaged students. These vary significantly by race at AHS, something that did not happen in ISA sample schools. These gaps are shown in the tables below:

2015 STAAR Testing:	White Students	African-American Students
Proficiency on Algebra 1	82%	54%
Proficiency on English 1	82%	44%
Proficiency on English 2	84%	45%

Research into the ISA model revealed that the significant minority populations served in the ISA schools research is certain to have a positive benefit on the minority populations AHS serves. Further, the efficacy studies show ability for the ISA Model to impact economically disadvantaged students in a significant way. Fifty-six percent of AISD's students are economically disadvantaged and need the types of supports that the ISA model provides. And to further disaggregate this data, 80% of AHS minority students are economically disadvantaged, while only 38% of White students are. State testing also revealed the following gaps:

2015 STAAR Testing:	Non-economically Disadvantaged Students	Economically Disadvantaged Students
Proficiency on Algebra 1	81%	64%
Proficiency on English 1	82%	59%
Proficiency on English 2	87%	57%

*(Note: 2016 final accountability data was not available at the time of the meeting or the writing of this application.)*

The ISA research is based on 55-78% economically disadvantaged students, many of whom come to high school two or more years behind in academic proficiency. Despite those detractors, our stakeholders believe that the ISA model will be able to help students achieve at higher rates, graduate at higher levels, and succeed in college and careers. AISD wants that kind of success for all of our students, but particularly for those who struggle the most at Atlanta High School.

Successful collaborative relationships with families and community members are based on a number of beliefs, which we share with the ISA model, and engagement of these partners on an ongoing basis will be facilitated by these strategies. Family-community-school relationships will be focused on student progress and success, and all will be equal partners in attaining educational goals for students. Both in- and out-of-school times will be recognized as influencing students' school success. Sharing information about child behavior across settings will be valued, and this collaboration will have a positive impact on student learning. Families will be active partners in decision-making, problems will be solved mutually and without blaming each other, and will be based on a positive, strength-based orientation. And finally, family-community-school relationships will be cultivated and sustained over time.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	District-level leader designated to ensure support for the academic achievement at AHS. Will oversee the implementation of all district-level accountability and/or Performance-Based Monitoring Analysis System intervention requirements and serve as a key member of the district leadership team. The DCSI is a required member of the campus intervention team (CIT) and will serve to support AHS as a priority progress school. Serves as liaison between district, ISA, and PSP.	Master's in educational administration; superintendent, principal and teacher certifications. Experience in district and campus leadership. High school principal experience; classroom teaching experience.
2.	Principal	Serves as campus instructional and administrative leader. Supervises operations and personnel at campus level; will oversee compliance with district policies and grant implementation on campus.	Master's in education administration; principal and teacher certification. Experience in campus leadership and classroom teaching.
3.	Counselor	One grant-funded and one locally funded counselor will support students and provide professional development to teachers on Distributed Counseling teams. Counselor will monitor student progress; communicate with families; and coordinate college-prep programs.	Master's degree in guidance counseling; counselor and teacher certification; experience as classroom teacher.
4.	Teacher	Three grant-funded teachers will reduce overall class sizes; qualifying staff will receive incentive pay for student growth; teachers will receive extra duty pay for increasing learning time during before and after school and during summer term.	Bachelor's degree; teacher certification; demonstrate competency in core academic subject area assigned.
5.	Extended Learning Time Coordinator	Continuously coordinate afterschool and summer services for students; conduct parent and community outreach programs; monitor student progress.	Bachelor's degree; three years' experience in education or social services; preferable certified teacher.
6.	Grant Accountant	Ensure compliance with EDGAR and other financial-related grant provisions; responsible for accounting, budgeting, cash management and expenditure reporting.	Bachelor's degree; CPA preferred; advanced knowledge of school finance, budgeting, accounting systems, and federal grant compliance.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Institute for Student Achievement (ISA) – President, Senior Programs Director, and Project Manager	Partner with AISD and AHS to implement a comprehensive, customized high school renewal process designed to improve student achievement and result in graduation of students ready for college and careers. Work with district and campus leaders to plan and execute the approved model and interventions in collaboration with the district and school leadership.	Approved by USDE in whole school reform model for high schools; experience with high school renewal; experience as secondary school leaders.
2.	ISA School Leadership Coach	Work with campus principal and school reform advisory committee; encourage strong commitment of the entire school community to and ownership of the process and outcomes. Assist principal in ongoing evaluation of interventions and reporting to appropriate stakeholders.	Secondary school leader with extensive experience in high school whole school reform.
3.	ISA Instructional Coaches and Senior Specialists in Math and Literacy	Deliver ongoing professional development to content area campus teachers to increase college and career readiness and overall teaching and learning.	Certified teachers; classroom teaching experience.
4.	ISA Distributed Counseling Coach	Deliver ongoing professional development to all staff regarding Distributed Counseling; assist with establishing family and community outreach programs.	Certified teacher; classroom teaching experience; guidance counseling or social work preferred.
5.			
6.			
7.			

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Commitment by all project participants will be vital to this school reform. In order to accomplish this, we will first begin with our School Reform Advisory Committee. This committee will be comprised of teachers, campus leaders, the DCSI, families, and community members. Regular meetings will be held in which goals and objectives will be set, with periodic reporting of results, successes and failures. ISA's School Leadership Coach will work with the campus principal and school reform advisory committee so that the principal is seen as and is, in fact, the leader of the renewal. We will encourage strong commitment of the entire school community and ownership of the process and outcomes. Commitment of the entire teaching staff will be safeguarded by appropriate timely and ongoing professional development through summer institutes, professional learning communities, and other job-embedded training. With grant funding, we will ensure commitment of the faculty by increasing teacher pay while reducing teacher turnover. Staff members will be provided incentives for reaching goals in student growth and extra duty pay for those who teach in extended learning time opportunities. These incentives will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement. Rigorous evaluations will help us to identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. We will provide staff with ongoing, high-quality, job-embedded professional development (e.g., subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. We will implement strategies such as increased opportunities for promotion and career growth and more flexible work conditions in order to recruit, place, and retain staff with the skills necessary to meet the needs of the students. AHS will be better equipped to attract and retain the very best teachers with these incentives. Family and community commitment will be developed through the stakeholder input process - by keeping everyone informed and up-to-date through focus groups and regular meetings of the school reform advisory committee. District leadership will remain committed as we support the AHS renewal goals and plans. The district pledges to grant the school the autonomy to effectively implement the renewal plan and actively support implementation through operational flexibility, building a culture of continuous improvement, and ensuring that district policies and practices are in support of the school reform efforts.

Succession planning will require an appraisal of anticipated district needs, a clearly outlined plan with measurable objectives, and a set of standardized evaluative criteria. Current hiring practices often rely on "replacement filling," which entails waiting for a position to become vacant before searching for qualified candidates. This retroactive process leaves new appointees with little direction, and can exacerbate turnover. Succession planning, or "proactive filling," will be used to build a supply of leaders by anticipating future needs and preparing for vacancies ahead of time. The AISD succession plan will use foresight to develop objectives and evaluative criteria in order to measure the success of the program and to continue to place qualified candidates in appropriate roles. In order to deepen the candidate pool of qualified successors, we will identify leadership candidates by providing incremental or smaller leadership opportunities for motivated individuals. Even relatively smaller responsibilities, such as taking on difficult assignments, demonstrate a willingness to develop into a teacher leader and contribute to the pool of qualified succession candidates. The diffusion of leadership throughout our district and school will not only identify good leaders and administrators, but it will also allow employees to take ownership of their roles. Mentoring programs and coaching will provide exceptional candidates with the on-the-job training that is essential for success in a new leadership role. Administrators who have experience working alongside an acting leader become more confident in their eventual roles and remain in their positions for longer periods of time. An important step in succession planning is assuring that the transfer of leadership responsibilities is fluid because ineffective transitions halt initiatives and hinder progress. Annual updates are essential in order to plan for future needs. Effective succession models evaluate their programs on a yearly basis to maintain up-to-date longitudinal data. Tracking information allows district leaders to more effectively anticipate future needs. By measuring the effects of a succession program year-to-year, AISD administrators will know how to improve the program to serve the needs of the district. These standards will allow AISD to continue identifying leadership candidates as needs evolve, thus sustaining the succession program.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each one of our reform efforts at AHS is designed to significantly increase capacity or create a lasting change to campus culture and practices that can be sustained after the grant period ends. Creation of a **college-prep instructional program** where all students can participate will be accomplished in conjunction with Texarkana College (TC), a local community college that provides dual credit instructional programs in our area. We will expand our existing relationship with TC to provide more career-based dual credit offerings and continue to offer academic dual-credit courses, with increased support for economically disadvantaged students. By developing a college-going culture at AHS, in which every student sees their potential as a college student or in a career, this effort can be sustained. An **extended school day and year**, providing additional opportunities for student enrichment and remediation, is always predicted to be necessary for students that come to us lacking in educational capital – those who are affected by unequal cultural, social, and economic barriers. To increase and improve the education capital of our constituents, AHS will set high expectations, match student skill level with curricular materials, provide homework hotlines, set up peer tutoring programs, develop partnerships with businesses and other community groups, match teacher characteristics with those of the student population, and reduce class sizes. Likewise, parents and families, when involved over the grant period, will create a new culture of connection with ways that will increase their children's educational capital, such as increasing attendance, taking part in parent-teacher discussions, helping with homework, participating in extracurricular activities, and transmitting aspirations in parent-child interactions. **Continuous professional development** for teachers at AHS must be sustained in order to continue our newfound successes as a high school that values, teaches and leads all students to their highest potential. In traditional high schools, teachers are responsible for the academic progress of students taking their individual classes, and the guidance counselor is responsible for addressing any social or emotional problems that may emerge. Teachers rarely meet to discuss students they have in common – and even more rarely meet with the counselor to consider how to support students both academically and emotionally. In contrast, the system of **Distributed Counseling™** developed by ISA, teacher teams and a counselor regularly work together as a team to support students' academic and social-emotional development. Thus, both teachers and counselors have an expanded role in supporting students' success. Distributed counseling at AHS will not only team teachers and counselors together for the best interests of every student, but teachers will lead small groups of 8 to 10 students in regular sessions or team meetings. Sustained and trusting teacher-student relationships will influence student performance, motivation, and achievement. Distributed counseling will be one of the largest, most valuable components of our school reform efforts. We will build capacity among the staff to develop and strengthen relationships during the term of the grant and it is designed to significantly increase capacity and create lasting change. And finally, **continuous organizational improvement** at AHS through the use of multiple forms of data to monitor program implementation and student progress can and must be sustained. Once all staff been trained in and see the value in monitoring data and adjusting teaching and learning to results and progress, this reform must also be sustained.

Through the **Sustainability Inventory Process**, we will identify those components of school reform that have been effectively implemented and need to be sustained, those components that need further development, and the supports that will help us sustain our accomplishments and engage in continuous development. ISA coaches will provide orientation for participants in this inventory process, including how to prepare the inventory and use the available tools. Participants will include the AHS campus principal, DCSI, teachers, counselors, ISA coaches and ISA staff. The sustainability inventory process will begin in Year 2 of the grant with the school orientation, where campus staff will be introduced to the concept of sustainability and the school will begin to take an inventory of itself. Also in Year 2, a one-day sustainability inventory school visit by an external team other than ISA will examine the school's implementation of the ISA model and provide feedback to the school in a report. Just before the end of Year 2, strategic planning for sustainability will be led by the school's ISA coach and principal. These steps will be performed annually throughout the grant term, with results reported to the school reform advisory committee. In addition, as these reports are delivered to the committee, they will be used to formulate a sustainability plan including the inventory, assets available, and potential resources, such as local, federal, or state funding needed to sustain these reforms.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has shown that **using data in instructional decisions** can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. In addition to STAAR test results, the AHS school reform team will collect and analyze a range of data, including data about our school's climate, our sense of community, and our curriculum and instruction. The team will also look at factors that contribute to or impede student learning, such as attendance, discipline, and fiscal expenditures. In looking at these diverse types of data, we will consider data at three levels: at the school level to focus on areas that need schoolwide improvement, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. **Teaching students to examine their own data and set learning goals** – teachers will provide students with explicit instruction on using achievement data regularly to monitor their own performance and establish their own goals for learning. This data analysis process—similar to the data use cycle for teachers—will motivate students by mapping out accomplishments that are attainable, revealing actual achievement gains and providing students with a sense of control over their own outcomes. Teachers can then use these goals to better understand factors that may motivate student performance and adjust their instructional practices accordingly. And finally, we will **use the data to change instruction to meet our goals**. Making changes to directly improve instruction, such as teacher collaboration for instruction and instructional planning, targeted professional development in specific areas, and careful reviews of curricula to ensure that the curricula focuses on essential content and addresses state standards. **Ongoing use of data** to target improvement will complete the process to substantially improve student achievement and our ability to exit this status.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By establishing **Data-System Advisory Council** that includes representatives from key stakeholder groups, we will involve a variety of stakeholders in the data collection process. These representatives will understand the importance of data used to make instructional decisions, possess leadership and time-management skills, and be able to effectively communicate information to others. Stakeholders included in the process will include:

Stakeholder Title	Examples of Uses of Data Systems
Administrators and principals	Compare rates of discipline referrals among different groups of students; discuss student progress and classroom pedagogy with faculty.
Counselors	Place students into correct classes based on prior performance and current schedule constraints; discuss student progress and needs with other faculty members.
Teachers	Identify student and class strengths and weaknesses; interact with staff about student progress.
Parents	Track immediate student outcomes and compare student performance over time.
Students	Review scores on recent assessments and track progress on outcomes.

Using a four-step approach to data collection, we will ensure effectiveness of each intervention: 1. *Clarify data collection goals* – know the problem we are trying to solve by collecting the data. 2. *Develop operational definitions and procedures* – be very clear as to what we are measuring, how it is to be measured, and who is to measure it. 3. *Validate the measurement system* – make sure assessment method is solid and comparable. 4. *Continuously improve the measurement system* – ensure that the team is “on the same page.” By examining the detailed level of each specific intervention, we will be able to better inform effectiveness. For example, with Distributed Counseling, we will measure participation rates on these levels: quantity per month of teacher-counselor team meetings, teacher-student group meetings, and teacher-student individual meetings. Research about this intervention shows that when employed with fidelity, schools can expect improved student achievement, attendance, promotion rates, and college readiness. By examining these data sets and correlating participation rates, we will determine the effectiveness of the program. With this information, we will then determine if the program is working as intended, if changes need to be made, or if the original theory needs change. Continuous improvement will require **detailed levels of data collection**, constant reminders, and looking at the system with the goal in mind, and asking... *is this getting us where we want to go?*”

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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AHS will employ a multi-method, comprehensive, and integrated system for the ongoing monitoring and assessment of our activities and interventions. ISA's progress monitoring system will assist us to build capacity for continuous improvement and develop a sense of agency and collective responsibility whereby we see the solutions to our challenges as being within ourselves. Our monitoring and evaluation system includes the following: **Monthly ISA Coaching Logs and Follow-up:** Each month, ISA will send a copy of the coach's monthly logs to the principal so that for each coach's visit, the principal knows each teacher with whom the coach worked, the coaching activities each teacher participated in, and the practices each teacher is expected to implement as a result of the coaching session. Immediately after each coaching visit, each coach sends a brief e-mail to the principal (or other supervisor) stating the names of the teachers the coach worked with and the topic they worked on. In this way, the principal has current information on what teachers are learning and can use that information to support and monitor implementation. **Regular Leadership Meetings:** The ISA school reform coach and school leadership meet monthly to assess evidence/data on progress on the outcomes; identify what is working and where there are challenges; and problem-solve on changes that need to be made. **District-Level Consultations:** Throughout the school reform process, ISA's leaders consult with and advise district leaders on existing district level policies and practices to confirm that they support the school and flag those policies and practices that unintentionally create obstructions. ISA customizes its Implementation Inventory process so that the district, school, and ISA will have timely data on the schools' reform implementation and its impact. We will then be able to make any necessary modifications to the reform strategy. **ISA Leadership and Summer Institutes:** Annual ISA Leadership and Summer Institutes provide opportunities for school teams to work with their ISA school reform coach to assess their progress and gaps on their outcomes, as well as the implementation of their strategic plan, and to use their findings to make decisions for moving forward. **The ISA Annual Implementation Inventory** is a process whereby the school leadership (and others, such as the principal designates) and ISA leadership-turnaround coach reflect on the priority goals and outcomes for the prior school year and use evidence to take stock of the turnaround implementation successes, progress, and challenges which the school experienced in implementing the action plan's resolution strategies. The process provides evidence of progress and gaps, which faculty use to identify issues that need further improvement and to develop resolution strategies for next steps in the school's development. The Annual Implementation Inventory answers these questions:

- *Where is the school in the implementation of a college-going culture and college-readiness outcomes?*
- *In what areas does evidence show the school is being effective in implementing a college-going culture and college-readiness outcomes?*
- *In what areas does evidence show the school needs further development?*
- *What student performance outcomes did the school achieve?*
- *What outcomes will the school set and what actions will we take to address areas that need further development?*

The four components of the ISA Annual Implementation Inventory will include:

- A self-review of the school's implementation of the reform plan conducted by the school principal and ISA school reform coach and other staff designated by the principal.
- A one-day on-site review of the school's implementation of the reform plan by an external ISA coach.
- An analysis of the findings of the reviews by the principal, school coach, and external coach and a discussion of next steps to address areas that need further development.
- A written report of the review by the external coach detailing the school's progress, identifying areas where there are gaps in progress, and recommending next steps to close those gaps.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process of engaging an external service provider involved three main steps: 1) Developing a needs assessment and RFP (Request for Proposal) 2) Evaluating proposals and select an external service provider, and 3) Contracting with the provider for services. The first step that took place before even considering various service providers was the comprehensive needs assessment, which was already been performed in conjunction with the grant application. A review of Texas procurement regulations as well as federal EDGAR requirements was performed place prior to starting the process. In order to successfully identify an external service provider, the school articulated the specific needs that are to be addressed by an external provider, a key piece of the RFP. A provider cannot effectively propose aligned services if it doesn't fully understand the self-identified need. The next step was compiling all of the information into an RFP that could be shared with potential external service providers. A team of people representing various stakeholders (teachers, administrators, parents, board members, community members) was involved in the development of the RFP. The team developed a rubric for evaluating proposals simultaneously while the RFP was being developed. It is bad practice to create the rubric/evaluation tool after proposals are received as the information included in the proposals could unfairly influence the rubric being used to evaluate that proposal. The rubric/evaluation tool required the team to define what exactly they wanted in a provider and having this information guided in the development of RFP questions that effectively elicit this information. The next step in the process is to evaluate the proposals and select an external service provider. We identified a selection team, largely assembled already, as team members have been involved in developing the RFP. The district CFO and Deputy Superintendent joined the selection team at this point. The selection team was large enough that all stakeholder groups were represented leading to buy-in and effective ownership, but not so large as to become unproductive or inhibit decision-making. Any potential conflicts of interest were disclosed and addressed according to the district's conflict of interest policy. Having widespread buy-in into what the school community values in an external service provider will go a long way in making the process smooth and supported by many. In addition, using a formal evaluation tool will assure constituents that providers are being evaluated fairly. The provider's history of success with other schools in the whole school reform approach was considered, as well as any history with our school district. The final steps in the selection process confirmed that the Institute for Student Achievement (ISA) was the best fit for the school, then contract negotiations began.

This entire process stimulated a high level of conversation about and commitment for reform at AHS and built a strong foundation for implementation of the chosen approach and the ISA external team. Once ISA was identified, the next step was to establish a performance contract that defined the relationship and the performance expectations. This process involved managing risk with regard to the contract. Understanding the terms completely and coming to agreement on the scope of work, contract terms, specific roles and responsibilities, and accountability measures was the first step in risk assessment. To protect and mitigate school, district, and external provider interests, a proactive approach to assessing contract risks will enhance the success of the initiative. It is also important to empower teachers to overcome resistance to changes that may be threatening to some. Involving teachers in the implementation process improved the chances of success. In addition, the central role that school and district leadership will play in the success or failure of this improvement initiative was considered. We discussed the stability of school leadership and whether there has been effective succession planning. Changes in leadership can frustrate even well-developed partnerships. Clarity and specificity were the goals of both the contract and the oversight processes. We do not expect, nor should ISA as an effective provider insist on, a "one-size-fits-all" contract regardless of the circumstances, environment, or the history of reform at AHS. Instead, ISA will customize their contract to fit the unique needs identified at AHS. The customized contract, after review by school attorney, will be executed upon grant award.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD and ISA will be in frequent communication to effectively manage this project plan in order to attain the desired outcomes using pre-established interim benchmarks and annual targets used for holding the external service provider accountable. Proper oversight of the external provider and a high-quality implementation are critical success factors. Our contract will empower the district to diligently monitor and evaluate performance through reporting requirements, site visits or inspections, and audits. We have intentionally planned for early discussion and midpoint check-ins to clarify the school/district/provider relationship and establish trust. The contract outlines a process for feedback and discussion to evaluation and to all for midcourse corrections. The contract then authorizes AISD to exercise appropriate interventions where performance lags expectations or, in extreme cases, revoke or terminate the contract. The contract documents in detail the circumstances and processes by which the district may intervene if the provider is not fulfilling its contractual obligations. To that end, AISD and ISA have agreed to the following set of oversight expectations:

- All coaches working on the project will provide weekly activity logs to the principal which will be signed monthly;
- ISA will provide an overall project update report to AISD on a monthly basis, which will include progress made on planning tasks, impact of coaching, and other relevant information and status updates;
- ISA will meet with the project leadership team for a comprehensive project review each semester to review progress, adjust plans, and establish implementation targets for the next semester;
- Decision minutes from project review meetings will be maintained and reviewed at subsequent meetings to ensure completion of goals/tasks.
- The project leadership team will remain focused on a list of evidence-based outcomes which the two parties have agreed to achieve during the term of the grant, which may shift over time. The parties will work together to gather evidence based on ISA's Seven Principles which will guide the work and serve as a common barometer of performance. Evidence will include, but not be limited to, student work, teacher lesson plans, test data, state assessment data, student performance task data, surveys, and other measures which will guide the work.
- ISA will conduct its End of Year Inventory at the end of each school year to gather evidence of school performance, review benchmarks, and establish goals for the coming year.
- At the end of the final year, ISA will conduct its Sustainability Inventory, a process which develops a sustainability plan for the school following the grant. Using evidence gathered during the grant, remaining goal targets, and available district budget, a plan is put in place to continue the progress initiated by the TTIPS grant.

Oversight for the contract will be the school principal, deputy superintendent (who will also serve as the DCSI), and the district's CFO. In the event that the project is not successful due to weak performance by the external partner, the district will execute the following process:

1. ISA will be notified in writing of project-related concerns, citing specific corrections to be accomplished.
2. Conference calls and/or meetings may be required to determine root causes and establish appropriate interventions in the interim. Using an evidence-based approach, AISD will demonstrate the problem which needs to be addressed. ISA will have fifteen (15) days to respond to the concerns with a corrective action plan. AISD will then have five (5) days to approve the plan.
3. Depending on the severity of the performance issue, ISA and AISD will agree to a specified term, not to exceed 90 days to address the problem. AISD and ISA will mutually agree on what evidence is needed to demonstrate improvement. It is recognized that improvements may need to be made both at AISD and with ISA. AISD may elect to provide supports to increase ISA's ability to be effective (e.g., more frequent communication between the parties; policy shifts/waivers that can impact improvement; shifts in staffing or personnel who may be obstructing progress). ISA may elect to recommend shifts in practices, personnel, and outcomes in order to better support AISD's vision.
4. AISD will have the option to cancel the contract with ISA should the performance issues remain unresolved following the agreed upon corrective action period.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	<b>February 2017 – Introduction to ISA</b> Meetings with the principal, leaders, district staff, and ISA; Intro to ISA Model, overview, goals, timeline, and expected outcomes of the reform process; Role of ISD, expectations and parameters; Establish a common understanding of the process
2.	<b>February 2017 – Establish Stakeholder Investment in School Reform</b> Online student surveys to assess: perceptions about connection to and engagement in school; perceptions about self-efficacy; aspirations and ambitions; sense of agency; perceptions of their school as a college-going culture; perceptions of opportunities to succeed in school
3.	<b>February 2017 – Establish Stakeholder Investment in School Reform</b> Online staff surveys to assess: perceptions of their school as a college-going culture; professional development support for staff; opportunities for staff collaboration
4.	<b>February 2017 – Matching ISA School Leadership Coach to Principal</b> Through a matching process, the principal is assigned an ISA Coach who will collaborates with the principal and leadership team on the planning and implementing the reform process
5.	<b>February 2017 – Parent and Community Focus Group Meetings</b> Visioning activity: Identification of 70-80 diverse stakeholders representing the school; Scheduling two 2-hour sessions for visioning activity; Development of customized features to be sorted into top priorities
6.	<b>February 2017 – Creation of Advisory Committee</b> Diverse stakeholders (10-12) who participated in the visioning activity will be invited to participate in the Stakeholder Advisory Committee; Convene 4 – 6 times per year to make major decisions where constituent voice is important. Principal is chair of committee; stakeholder voice and choice will inform the reform process of their priorities and support continued buy-in for reform effort.
7.	<b>March 2017 – Assessing the Current State of Implementation of Goals and Outcomes</b> Implementation of ISA's evidence-based <i>College Readiness School Assessment</i>
8.	<b>March 2017 – One-day Staff Retreat</b> Establish school outcomes and priorities for reform based on goals and vision of staff stakeholders
9.	<b>March 2017 – Development of Strategic Plan</b> Review and consolidate priority goals and outcomes identified by stakeholder group; develop strategic plan; align school strategic plans for renewal with district goals
10.	<b>March 2017 – Meeting of the Stakeholder Advisory Committee</b> Presentation of Strategic Plan for advisement; Incorporating committee's contributions to strategic plan
11.	<b>March 2017 – Assigning Content Area ISA Coaches to School</b> ISA Coaches in math, literacy, science and social studies will be matched with school to support reform effort;
12.	<b>April 2017 – Visit to ISA School</b> Principal and key staff one-day visit to New York City ISA school followed by debriefing with ISA senior programs director and senior coach
13.	<b>April - June 2017 – Development of Annual Implementation Plan and Calendar for 2017-18</b> ISA leadership and content coaches work with key school to develop annual implementation plan for each content area so that it maps onto strategic plan; identification of organizational changes, staffing needs, and any reallocation of resources; identify immediate professional development needs
14.	<b>June 2017 – Meeting of Stakeholder Advisory Committee</b> Report on progress on the goals
15.	<b>April – June 2017 – Plan for Summer Institute</b> Planning for intensive 3-day professional development for all staff and district leaders
16.	<b>July 2017 – Summer Institute</b> Leadership and curriculum sessions, content area teachers facilitated by ISA expert practitioners; development of curriculum units, lesson plans, activities, and instructional strategies for college readiness

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD has successfully implemented many state and federal grants in the past several years, including after school programs, technology, instructional, and other initiatives. We are currently sustaining a 1-to-1 student technology initiative at AHS and our middle school that began several years ago with grant funding. After receiving Title II-D federal grants (Vision 2020 and Connections), for the basis of our technology initiative, we began a successful journey into the 21<sup>st</sup> century classroom. Since then, our local commitment has grown and we have fully funded continuation and replacement of all 1-to-1 technology with local and state funding. Using creative budgeting and financing arrangements, we have sustained our project and integrated it into our culture. Although most of those grants have ended, we gained an extraordinary amount of experience and knowledge about coordination of efforts and maximizing resources during this time. Some of the ongoing, existing efforts that are similar to this project include:

Afterschool and summer tutorials are planned for students in need of accelerated instruction; however, no funding has been identified to finance these much-needed activities. We will combine these efforts and offer a full extended learning time program, including safe transportation home via school buses, using these grant funds. In addition, a free meal will be served during the afterschool program to all students through the USDA's Child and Adult Care Food Program. Summer meals will be funded by the National School Lunch Program. The AHS Food Service Program will coordinate and carry out all meal activities.

In addition, the Title I, Part A, Regular program will work in conjunction with this TTIPS grant to provide schoolwide supplemental services at Atlanta High School. Title I, Part A currently provides professional development opportunities for AHS staff through the Region 8 Education Service Center. Professional development provided by this grant will supplement, not supplant those activities. Title I, Part A also provides this campus with funding for some teacher salaries and that will be supplemented, not supplanted by these grant funds.

College and career readiness will be addressed by the school's existing counselor and the additional counselor employed through grant funding. These staff members will work together and coordinate existing resources, such as online subscriptions for student services. These are services and activities provided by local funding that promote workforce awareness, job and college readiness, skills training, preparation for the workforce, assistance in attaining employment and funding for college. Our counselors will work together to develop and implement Distributed Counseling on our campus, making it part of the culture of the future for every student.

The Atlanta Education Foundation (AEF), a local 501(c)(3), that provides support and funding to AISD, and is a key stakeholder in our community. Grants provided to AHS teachers by AEF will supplement activities and initiatives provided by TTIPS. In addition, we will maximize on other funding sources such as the local budget, United Way, in-kind contributions, and private and state grants. A world-class education for AHS students will be accessible and affordable through careful coordination of funding sources such as Title I Priority Schools; Title I, Part A; and other local, state and federal sources.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

N/A

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

How intent of the original  
element remains/will be met:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

N/A

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

Describe how the evaluation system was developed with teacher and principal involvement:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

N/A

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

Describe the criteria established for educator removal:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Historically, educators have often viewed the aim of providing social and emotional support as separate from addressing academic goals; however, research suggest that both components are needed to achieve high-level academic achievement, **especially among low-income students**. In a study of public schools in Chicago, researchers assert that academic success is based on the twin components of "academic press" and "social support." Academic press denotes an emphasis on academic achievement as a normative experience for students. Social support refers to the sources of assistance (teachers, parents, peers, community) that bolster students' efforts to excel academically. (Lee, V.E., et al, 1999.) This study found that students showed increased achievement when they experienced **both academic press and social support**. This evidence argues for strategies that systemically and thoroughly addressed students' social and emotional needs and connect such supports to stronger academic achievement. ISA's **Distributed Counseling™** – a comprehensive system for ensuring that all students receive the academic and social support needed for intellectual development, success in school, and capacity to move on to postsecondary education or a career path – is the system of support we have chosen to implement. Under this system, a dedicated team of academic teachers and a counselor take responsibility for the academic, social, and emotional development of a relatively small number of students – a number they can reasonably be expected to know well. Responsibility for guiding students academically and socially is integrated and distributed across the team of teachers, administrators, and counselors working with students rather than being compartmentalized in any one individual, as is typical in traditional high schools. The foundation of distributed counseling is the presence of supportive, caring relationships between students and teachers and other staff members. Small schools such as AHS provide conditions that support such relationships. Teachers and counselors are able to take advantage of their relationships with students to leverage higher levels of performance from the students. Only when providing ongoing support can teachers press students to do the kinds of work necessary to develop intellectually and to succeed in school. Community-oriented services available to students will be included in each team's regular discussions, with information about health, meals, counseling, and other available services in our community. ISA does not advocate for any one prescribed model for its schools to follow in implementing distributed counseling. Instead, ISA will support the AHS team as we develop our own program, one that is appropriate to our unique goals, contexts, and students. However, there are several core components that are fundamental to Distributed Counseling:

- *Team collaboration and integration of counseling strategies.* The team members collaboratively develop goals and strategies for supporting students, meet to discuss the progress of individual students, and integrate counseling and academic subjects.
- *A dedicated counselor integrated into the team.* The ISA counselor provides direct counseling to individual students and groups of students. As a full participant in the team, the counselor helps team members to develop the skills and knowledge to help them to collaborate in advising students.
- *Teachers as advisors.* The teacher's role is expanded to include serving as advisor, monitoring and supporting his or her students' development socially and emotionally as well as academically.
- *Student-support mechanisms.* Teams put in place a variety of structures and strategies to support students' academic, social, and emotional development. Two common strategies that are used to help teams support students' progress are team case conferencing and advisory programs.
- *Consistent communication with parents.* Teachers have sustained and purposeful interaction with parents, regularly communicating with them about their child's performance.
- *College preparation.* The team develops a four-year college-preparatory sequence of activities. Through these activities, students and families are informed of and actively engaged in the process of preparing for college.

Evidence in child-development and school-counseling research supports this belief that adolescents learn best in close-knit, nurturing environments where no child can fall through the cracks and where students develop relational trust with adults and other students. The small school structure of AHS makes us an ideal candidate for implementation of Distributed Counseling. With adequate staff to provide the opportunity for close student-teacher relationships and thus for teachers to know students well, we have the capacity for success with all students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

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County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

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County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

The Institute for Student Achievement (ISA)

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Independent studies of the ISA model meet the *What Works Clearinghouse* standards and the US Department of Education has named ISA the only evidence-based whole-school reform model developer for high school Title 1 1003(g) School Improvement Grants. For over twenty years, ISA has been engaged in whole school reform across the nation. Their mission is to collaborate with districts and schools to support them in becoming high-performance educational organizations that provide students with intellectually challenging and supportive learning environments so that all students graduate ready for postsecondary education and careers. ISA has collaborated with schools and districts nationwide and has impacted over 70,000 students and over 4,000 teachers, counselors and school leaders. ISA's whole school reform has been validated by two independent and rigorous evaluations as effective for increasing the achievement of high-need students in general, and African-American males in particular.

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

1) **IMPAQ International** used a quasi-experimental approach to estimate the impact of the ISA model on attendance, credit accumulation, grade promotion, and graduation rates in 27 high schools in New York City, NY and Atlanta, GA. The study included an 8,057-student cohort of 9<sup>th</sup> graders and followed them from 2006 to 2009. Findings proved that the ISA model had significant positive effects on student outcomes. In particular, ISA students outperformed their peers on 11<sup>th</sup> grade attendance, earning enough credits to be promoted, four-year credit accumulation, being on-track for graduation at the end of 9th grade, and high school graduation. Additionally, in 2014 IMPAQ evaluated the impact of the ISA school model on African American male students' high school outcomes. The evaluation compared several measures – high school attendance, credit accumulation/grade promotion, dropout rate, and four-year graduation rates – across four cohorts of African American male students enrolled in ISA and comparison schools in New York City and two cohorts of students enrolled in ISA and comparison schools in Atlanta, GA. The results showed that African American male students in ISA schools consistently outperformed their non-ISA school peers on every high school outcome measure examined in the study.

*Citation: IMPAQ International, June 2012, ISA Outcome Study Final Report*

2) **The Academy for Educational Development (AED)** conducted a six-year study of two cohorts of 9th graders in eight New York City schools through high school and into their early post-graduation careers. Using a quasi-experimental design, this study looked in depth at ISA's impact on student, teacher, and school outcomes. They also compared achievement outcomes for ISA students with a matched comparison group of students in large New York City high schools who had similar characteristics and achievement levels. Their analyses indicated that the implementation of ISA had a large and positive effect on student achievement outcomes in high school achievement and completion, college preparation, and college enrollment and persistence. AED's findings also suggest that small learning communities that emphasize individual attention, provide a college preparation curriculum, and foster a college-going culture can give students from low-income communities the support they need to achieve academic - and later economic - success.

*Citation: AED, June 24, 2010, ISA Outcome Evaluation Final Report*

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 034901

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034901		Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"><li>• List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li><li>• Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li></ul>		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	<i>Improve the Instructional Program</i>	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Provide ongoing and job-embedded professional development to all teachers in core subject areas, including modern technology for classroom interactions	Services will focus on improving the instructional program by establishing high leverage goals and outcomes, providing expert core content coaches to support teachers in implementing more effective teaching, emphasizing higher order thinking, enriching literacy across the curriculum, and project-based learning. Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367. Purchase high definition multi-touch, multi-user displays, including collaborative software to allow two or more students to interact with educational content. Cost includes training/installation, Year 1 \$153,020.	
2. Reduce class sizes in core content subject areas	Employ 3 additional teachers in math and ELA/reading. Research proves that lower-achieving students in particular can benefit from smaller classes at the high school level. ( <a href="http://www.classsizeresearch.org.uk">www.classsizeresearch.org.uk</a> ) Cost is included in Payroll Costs: Year 1 \$52,500, Year 2 \$150,000, Year 3 \$150,000, and Year 4 \$150,000.	
3. Implement financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions in order to recruit, place, and retain staff with the skills necessary to meet the needs of the students	Identify and reward school leaders, teachers, and other staff who increase student achievement using the definition of student growth as: the change in achievement for an individual student between two or more points in time. Incentives are proven by research to improve academic performance of all students. ( <i>Imberman, S., Michigan State 2015.</i> ) Cost is included in Payroll Costs: Year 1 \$0, Year 2 \$150,000, Year 3 \$150,000, Year 4 \$150,000.	
4. Increase learning time with before and after school enrichments and summer tutorials including transportation	Research shows that increased learning time programs improved literacy and math achievement when instruction is led by certified teachers. ( <i>National Center for Education Evaluation, IES, USDE, July 2014.</i> ) Cost included in Payroll Costs: Year 1 = \$46,750, Year 2 = \$115,000, Year 3 = \$115,000, Year 4 = \$115,000.	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034901		Amendment # (for amendments only):
<b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"><li>List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance.</li><li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>.</li></ul>		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	<b>Increase Teacher Quality</b>	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Provide ongoing and job-embedded professional development to all teachers in core subject areas	ISA will assist in developing coherent, evidence-based, job-embedded professional development, and provide content area coaching, and individual and team coaching. ISA will support teachers to effectively implement state standards, use an inquiry approach that emphasizes higher order thinking, enrich literacy across the curriculum, utilize project-based learning, provide scaffolding to support struggling students, engage in multiple forms of assessment, and develop academic and behavioral interventions that emphasize prevention of problems rather than correction. Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367 Provide extra duty pay to teachers for summer training days. Teachers will receive core content training each summer, beginning in Year 1, at a 3-day summer institute led by expert coaches. Cost is included in Payroll Costs: Year 1 = \$15,000, Year 2 = \$15,000, Year 3 = \$15,000, Year 4 = \$15,000. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates using the definition of student growth as: the change in achievement for an individual student between two or more points in time. Incentives are proven by research to improve academic performance of all students. (Imberman, S., Michigan State University, 2015.) Cost is included in Payroll Costs: Year 1 \$0, Year 2 \$150,000, Year 3 \$150,000, Year 4 \$150,000.	
2. Implement financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions in order to recruit, place, and retain staff with the skills necessary to meet the needs of the students		

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li> </ul>	
Use Arial font, no smaller than 10 point.	
<b>Critical Success Factor:</b>	<b>Increase Leadership Effectiveness</b>
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1. Professional development for school leaders through job-embedded leadership-reform coaching and external professional development institutes and other high quality technical training	External provider, ISA, will provide a leadership coach to the school, who will assist the school principal and other school leaders in increasing leadership effectiveness. Use of this model is proven by research to facilitate effective leadership team, grade level team, department, and faculty meetings. Leaders will learn how to use data and critical accountability tools such as decision minutes as components of their meetings. ISA coaches will work with school leaders to observe and assess teaching and learning and provide teachers with evidence-based, actionable feedback targeted to the school goals and performance outcomes. External professional development includes ISA summer and winter institutes that include school leadership team self-assessment opportunities and planning, curriculum development, sessions on leadership and distributed counseling, and technical knowledge workshops.  Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 034901	Amendment # (for amendments only):
<b>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>.</li> </ul>	
Use Arial font, no smaller than 10 point.	
<b>Critical Success Factor:</b>	<b>Increase Use of Quality Data to Inform Instruction</b>
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1. Professional development for principal, teachers, and other school leaders through job-embedded coaching and external professional development institutes and other high quality technical training	External provider will facilitate continuous organizational improvement with the use of data to monitor program implementation and student performance outcomes. Guided by ISA coaches, school reform teams will meet regularly to ensure that the program is aligned with ISA's seven principles and that the focus is on accountability for measurable outcomes. ISA will train and support staff in using student performance data, results from student inventories and program implementation reports to inform practice, make program improvements and provide appropriate interventions to students. Teachers will collaboratively and regularly review student work to determine if the learning goals are being met. AHS will participate in an end-of-year inventory that includes a self-assessment and an external assessment to examine program quality and identify where further development is needed. Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367.  Using data as a student support mechanism, teachers will regularly meet with counselors and each other to analyze data and inform teaching. Every student will have available an adult who is responsible for monitoring and advocating for their academic and social progress. Students will meet regularly with their teacher-advocate to analyze their personal data and learn to be responsible for their individual achievement and academic success. Cost is included in Contracted Services above.
2. Implementation of Distributed Counseling	

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 034901	Amendment # (for amendments only):	
<b>TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Learning Time</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Increase learning time by offering before and after school programming, including a summer session and transportation	Guided by external provider, AHS will increase learning time by extended the school day and school year to provide additional opportunities for student enrichment and remediation. Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367. A study conducted in Massachusetts found that extended learning time was most effective when it was highly focused on achieving a small number of academic goals and data-defined needs, allowed time for teachers to individualize and accelerate instruction, specifically allocated time for teacher collaboration around instruction, and included time for enrichment activities like dance, drama, music, visual arts, and sports. Certified teachers will coordinate, plan and lead before and after school programming and a 4-week summer term. These opportunities will enable staff to provide students with the time, attention and other supports necessary for success in the program's challenging, college-prep curriculum, including: skill development, assignment completions, homework/tutorial, test preparation, leadership development, internships/work experiences, community service projects, and curriculum-connected travel and tours. Cost to adequately compensate employees, including safe transportation on school buses during extended learning time is included in Payroll Costs: Year 1 = \$46,750, Year 2 = \$115,000, Year 3 = \$115,000, Year 4 = \$115,000.	

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2016-2020 Texas Title I Priority Schools (TTIPS) Cycle 5

Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 034901	Amendment # (for amendments only):	
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Establish strong relationships with parents, families and community members through regular and consistent communications and meaningful engagement	Through professional development and coaching, ISA teams will assist staff in regularly communicating with parents and the community through a number of mechanisms, including phone calls by advisors to parents, teacher conferences, parent orientation sessions to introduce and discuss the mission of the school and aspects of the school's academic and counseling programs, team intervention meetings with parents and students, and the school's parent/teacher association. In addition, distributed counseling will leverage trusting adult/student relationships to increase achievement and provide a safety net of care and support. ISA will support each team as it develops its own program, one that is appropriate to that team's goals, contexts, and students. Consistent communication with parents is a core component of distributed counseling. Parent/community involvement will be strengthened with focus groups and the formation of the Stakeholder Advisory Committee, which will include both parents and members of the community. These stakeholders will identify common priorities and inform the school's reform efforts with the intent of generating ownership and commitment to the reform.  Cost is included in Contracted services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367.	

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 034901	Amendment # (for amendments only):	
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve School Climate</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Involve stakeholders in meaningful activities	School climate will be assessed, guided by ISA coaches, with staff and student surveys, focus groups involving parents, community members, and students, and informal communications, and regular meetings of the Stakeholder Advisory Committee. Continuous improvement of school climate will be achieved through improving student, parent, and community connection to and engagement in their school. ISA will ensure a focus on personalization, the establishment of relationships between students and teachers, where every student has a school adult serving as advocate-advisor. Students will meet with their advocate-advisor on a regular basis to make sure they are progressing and addressing problems that emerge. Students' engagement in school is increased by opportunities for students to pursue topics that interest them in their classes as well as varied interventions that support struggling students to succeed before they are failing, emphasizing a preventative rather than corrective approach. Academic, social, and emotional connection to and engagement in school are supported by mechanisms that give students voice and agency with regard to academic performance, behavior, safety, and security so that students take responsibility for the school environment. Cost is included in Contracted Services: Year 1 \$25,963, Year 2 \$34,367, Year 3 \$34,367, and Year 4 \$34,367.  Using data as a student support mechanism, teachers will regularly meet with counselors and each other to analyze data and inform teaching. Every student will have available an adult who is responsible for monitoring and advocating for their academic and social progress. Students will meet regularly with their teacher-advocate to analyze their personal data and learn to be responsible for their individual achievement and academic success. Cost is included in Contracted Services above.	
2. Implementation of Distributed Counseling	Using data as a student support mechanism, teachers will regularly meet with counselors and each other to analyze data and inform teaching. Every student will have available an adult who is responsible for monitoring and advocating for their academic and social progress. Students will meet regularly with their teacher-advocate to analyze their personal data and learn to be responsible for their individual achievement and academic success. Cost is included in Contracted Services above.	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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